

4-15-2013

April 15, 2013 Armstrong Faculty Senate Agenda

Armstrong State University

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Armstrong Atlantic State University
Faculty Senate Meeting
Agenda of February 18, 2013
Student Union, Ogeechee Theater, 3:00 pm

- I. Call to Order
- II. Senate Action
 - A. Approval of Minutes from March 18, 2013 Faculty Senate Meeting
 - B. University Curriculum Committee Report (Appendix A)
 - 1. Curriculum Changes
 - 2. Be Sure to Check for the [Most Up-to-Date Minutes](#)
 - C. Graduate Affairs/Graduate Curriculum Committee Report (Appendix B)
 - D. Old Business
 - 1. Outcome of Bills
 - i. Mail Opening
 - ii. Emeritus Faculty
 - iii. Annual Financial Report
 - 2. Response from Disabilities Services
 - E. New Business
 - 1. New Senator Introductions
 - F. Continuing Business
 - 1. Committee Reports
 - 2. Review of Charges
 - G. Other Business
 - H. Senate Information
 - 1. Google Calendar for Faculty Senate and Committee Use
 - 2. Address Senate Related Email to faculty.senate@armstrong.edu
- III. Adjournment

Appendix A

Armstrong

UNIVERSITY CURRICULUM COMMITTEE

University Hall 282

Minutes, April 3, 2013

PRESENT: Suzanne Carpenter, Kathryn Craven, José da Cruz, Mirari Elcoro, Catherine Gilbert, Kam Fui Lau, Lynn Long, Rick McGrath (Chair), Glenda Ogletree, Jack Simmons, Phyllis Panhorst (Catalog Editor)

ABSENT: Myka Campbell, Robert Harris, Denene Lofland

GUESTS: Donna Brooks, William Deaver, Bob Gregerson, Floyd Josephat, John Kraft, Sara Plaspohl, Daniel Skidmore-Hess, Elwin Tilson, David Ward

CALL TO ORDER

Rick McGrath

3:02

APPROVAL OF MINUTES – March 6, 2013

ITEMS

I. College of Education

A. Adolescent and Adult Education

Items 1-2 from the Department of Adolescent and Adult Education were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.

1. Modify the following program of study:

PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN
EDUCATION IN MIDDLE GRADES EDUCATION

- B. Major Field Courses40 hours
- EDUC 3100 Technology Applications
 - EDUC 3200 Curriculum, Instruction and Assessment
 - EDUC 3300 ~~Strategies for Diverse Learners~~ **Educating Students with Disabilities**
 - in the General Education Classroom**
 - MGSE 3000 Introduction to Middle Level Teaching
 - MGSE 3300 Adolescent Literature
 - MGSE 3400 ~~Classroom Management~~ **Classroom Management Strategies**
 - MGSE 3750 Internship I – Pre- Student Teaching
 - MGSE 4200 Reading and Writing across the Curriculum
 - MGSE 4750 Internship II - Student Teaching
 - Any two of the following four method courses:
 - MGSE 5300U Content Methods Language Arts

MGSE 5400U Content Methods Social Studies
 MGSE 5500U Content Methods Science
 MGSE 5600U Content Methods Middle Grades Mathematics

Rationale: Course titles in the Adolescent and Adult Education program of study does not match the course titles listed in the back of the catalog. This is a cleanup submission.

Effective Term: Fall 2013

B. Childhood and Exceptional Student Education (no items)

II. College of Health Professions

A. Health Sciences

Items 1-2 from the Department of Health Sciences were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.

1. Create the following course:

HSCP 4010 – Health and Human Development

3-0-3

Prerequisite(s): none

Description: Lifestyle and socio-political factors related to optimum health per age and grouping emphasized.

Rationale: This course was formerly offered as a 5000U/G course. Very few graduate students enrolled in this course. This will open up more seats for undergraduate students.

Effective Term (Catalog): Fall 2013

Effective Term (Banner): Spring 2014

CURCAT:

Major Department: Health Sciences

Can course be repeated for additional credit? No

Maximum number of credits: 3

Grading Mode: Normal

Instruction Type: Lecture

Course Equivalent: PUBH 5580U

2. Modify the following course:

HSCF 4040 Personal Fitness Training

3-0-3

Prerequisite: HSCF 3005 and HSCF 3200 or permission of instructor

Description: The development of exercise training program to meet needs of various populations. At the conclusion of the test, students will be prepared to take the National Academy of Sports (NASM) Certified Personal Trainer

~~(CPT) certification exam~~ a nationally accredited personal trainer's certification exam.

Rationale: We are no longer collaborating with the National Academy of Sports Medicine and will either be preparing students for the American College of Sports Medicine or National Strength and Conditioning Association Certified Personal Trainer certification exams.

Effective Term (Catalog): Fall 2013
Effective Term (Banner): Spring 2014

B. Medical Laboratory Science

Items 1-2 from the Department of Medical Laboratory Science were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.

1. Modify the following course:

MEDT 4600 Clinical Pathways & and Critical Decision Making 5-0- 5
 Prerequisites or corequisites: ~~MEDT 4110, 4210, 4310, 4410, 4510, 4610, 4710~~ **MEDT 4115**

Rationale: This modification is needed to reflect previously approved replacement of MEDT 4110, 4210, 4310, 4410, 4510, 4610, and 4710 with MEDT 4115.

Effective Term (Catalog): Fall 2013
Effective Term (Banner): Spring 2014

2. Modify the prerequisite:

MEDT 4900 Laboratory Management and Education 3-0-3
 Prerequisites or corequisites: ~~MEDT 4110, 4210, 4310, 4410, 4510, 4610, 4710~~ **MEDT 4115**

Rationale: This modification is needed reflect previously approved replacement of MEDT 4110, 4210, 4310, 4410, 4510, 4610, and 4710 with MEDT 4115.

Effective Term (Catalog): Fall 2013
Effective Term (Banner): Spring 2014

C. Nursing (no items)

D. Radiologic Sciences

Items 1-2 from the Department of Radiologic Sciences were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.

1. Modify the following program of study:

PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN
RADIOLOGIC SCIENCES – (BRIDGE PROGRAM)

*Upon completion of 80 semester hours towards the degree, technologists who are ~~graduates of accredited programs and~~ registered by the American Registry of Radiologic Technologists, ~~or the Clinical Nuclear Medicine Technology Certification Board~~ **or the American Registry for Diagnostic Medical Sonography** will be awarded equivalency credit hours in the major. The amount of credit will be based on the technologist's academic record and professional portfolio.*

Rationale: The former statement was too restrictive and did not offer a pathway for registered sonographers certified by the American Registry of Diagnostic Medical Sonographers to complete a baccalaureate degree. The nuclear medicine certification change is an edit as the name was incorrect in the catalog.

Effective Term: Fall 2013

2. Modify the following program of study to add a third track in sonography:

PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN
RADIOLOGIC SCIENCES – SPECIAL OPTIONS

B. Major Field Courses

66 hours

c. Sonography

COMM 2280 – Speech Communication
RADS 3000 – Introduction to Radiologic Sciences
RADS 3050 – Patient Care and Interactions
RADS 3080 – Professional Interaction
RADS 3200 – Imaging Pathology
RADS 3450 – Leadership in Healthcare
RADS 3451 – Leadership Practicum
RADS 3600 – Introduction to Sonography
RADS 3601 – Sonographic Theory I
RADS 3602 – Sonographic Theory II
RADS 3603 – Sonographic Theory III

RADS 3604 – Sonographic Theory IV
 RADS 3631 – Sonography Clinical Education I
 RADS 3632 – Sonography Clinical Education II
 RADS 3651 – Sonographic Physics I
 RADS 3652 – Sonographic Physics II
 RADS 4410 – Cross-Sectional Anatomy
 RADS 4450 – Radiologic Sciences Management
 RADS 4633 – Sonography Clinical Education III
 RADS 4634 – Sonography Clinical Education IV
 RADS 4635 – Sonography Clinical Education V
 RADS 4661 – Sonography Synthesis Seminar
 RADS 4662 – Advanced Sonography Seminar
 RADS 4671 – Introduction to Vascular Sonography
 RADS 4800 – Research Methodologies in Radiologic Sciences

Total Semester Hours

129 hours

*Upon completion of 80 semester hours towards the degree, technologists who are ~~graduates of accredited programs and~~ registered by the American Registry of Radiologic Technologists, ~~or the Clinical Nuclear Medicine Technology~~ **Certification Board or the American Registry for Diagnostic Medical Sonography** will be awarded equivalency credit hours in the major. The amount of credit will be based on the technologist's academic record and professional portfolio*

Rationale: This program is designed for registered radiologic technologists who desire a baccalaureate degree and education towards certification in an additional modality. The field of study for sonography was added to allow a pathway to certification in this field for technologists from other fields.

Effective Term: Fall 2013

- E. Rehabilitation Sciences (no items)
- F. Respiratory Therapy (no items)

III. College of Liberal Arts

- A. Art, Music, and Theatre (no items)

B. Criminal Justice, Social, and Political Science

Items 1-2 from the Department of Criminal Justice, Social and Political Science were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.

1. Create the following course:
LWSO 4620 – Internship

V-V-(1-6)

Prerequisites: permission of program coordinator

Description: Open to juniors or seniors. Field experience in a law firm or law-related agencies. Joint supervision by program coordinator and law firm or agency official.

Rationale: Students will benefit by an experiential learning environment in which they can apply knowledge learned in the classroom.

Effective Term (Catalog): Fall 2013

Effective Term (Banner): Spring 2014

CURCAT:

Major Department: Criminal Justice, Social & Political Science

Can Course be repeated for additional credit? Yes

Maximum Number of Credit Hours: 6

Grading Mode: Satisfactory/Unsatisfactory

Instruction Type: Internship

Equivalent course: None

2. Modify the following course:

SOCI 3400 METHODS OF SOCIAL RESEARCH

3-0-3

Prerequisite: SOCI 1101 and a grade of C or better in MATH 2200

Description: Methods of applied social research including case studies, record research, experimental designs, surveys, observation, and systems interactions in relation to social data.

Rationale: Skills in statistics essential in this course.

Effective Term (Catalog): Fall 2013

Effective Term (Banner): Spring 2014

Item 3 from the Department of Department of Criminal Justice, Social and Political Science was discussed and the undergraduate portion approved by the committee. It is being submitted to the Graduate Curriculum Committee and therefore is marked "For Information Only" for the report to the Senate.

3. Create the following course:

CRJU 5003U/G CYBER FORENSICS

3-0-3

Undergraduate Prerequisites: none

Graduate Prerequisites: none

Description: Application of computer investigation and analysis techniques to gather evidence suitable for presentation in a court of law. Techniques of cyber crime scene analysis, media analysis, and the use of various forensic tools.

Rationale: Rounds out the certificate program with additional needed coursework. This course will prepare students for the Practicum at the Cyber Security Research

Institute if they opt to engage in the hands-on experience. Graduate students will achieve the course objectives in a substantially greater depth as well as having additional course work by completing additional writing assignments.

Effective Term: Fall 2013

CURCAT:

Major Department: Criminal Justice, Social & Political Science

Can Course be repeated for additional credit? No

Maximum Number of Credit Hours: 3

Grading Mode: Normal

Instruction Type: lecture

Equivalent course: n/a

C. Economics

Item 1 from the Department of Economics was discussed and approved by the committee. It is being submitted to the Faculty Senate for approval.

1. Create the following track in the Associate of Science degree:

PROGRAM FOR THE DEGREE OF ASSOCIATE OF SCIENCE

Track ##: Business Track

A. General Requirements (Core Areas A, B, C, D.II.a, and E).....42 hours

MATH 2200 Elementary Statistics required in area D.3

Physical Education3 hours

B. Additional Requirements.....18 hours

Choose 18 hours from:

ACCT 2101 – Principles of Financial Accounting

ACCT 2102 – Principles of Managerial Accounting

COMM 2280 – Speech Communication

ECON 2105 – Principles of Macroeconomics

ECON 2106 – Principles of Microeconomics

ITEC 1050 – Introduction to Computer Concepts and Applications

MATH 1950 – Applied Math for Non-Science Majors or MATH 1161

Calculus I

Rationale: The Associate of Science degree with a track in business provides the best preparation for students who wish to complete a business degree at another institution, or to remain at Armstrong for an economics degree with a business economics track. The Associate of Science degree provides students an appropriate credential in the case where they fail to continue on to a bachelor's degree. The Associate of Science, rather than Associate of Arts, is preferred because it requires

statistics in Area D, and can be financially supported by the military. Despite the offering of the business economics track in the economics degree, there are still more than twenty students with the pre-business designation who could be working on a degree instead of taking classes in preparation to transfer. Additional students at the Liberty Center are expected to find this degree attractive, based on discussions with the director of the Liberty Center.

Effective Term: Fall 2013

D. Gender and Women's Studies (no items)

E. History (no items)

F. Languages, Literature, and Philosophy

Items 1-4 from the Department of Languages, Literature, and Philosophy were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.

1. SPAN 4000 – Translation 3-0-3

Prerequisite: SPAN 3050 or 3060 or 3031 or 3032

Co-requisite: None

Description: Skills and techniques needed to work as a translator/interpreter with an introduction to the variety of careers available to translators.

Rationale: This course has been offered as a 4030 Special Topics course, but it needs its own number to avoid confusion when awarding course credits. In addition, this course requires bilingual competency that should serve students in the job market for economic, health, and national security purposes. This course is an effort to complement our interdisciplinary studies courses and give our students real world skills for the job market.

Effective Term (Catalog): Fall 2013

Effective Term (Banner): Spring 2014

CURCAT:

Major Department: LLP

Can Course be repeated for additional credit? NO

Maximum Number of Credit Hours: 3

Grading Mode: Normal

Instruction Type: Lecture

Course Equivalent: None

2. Create the following course:

SPAN 4050- Advanced Spanish for Health Care Professionals 3-0-3

Prerequisite: SPAN 3050 or 3060 or 3031 or 3032

Co-requisite: None

Description: Skills and techniques needed to work as a translator/interpreter in the health care field, with an introduction to the variety of careers available to bilingual health care professionals.

Rationale: This course has been offered as a 4030 Special Topics course, but it needs its own number to avoid confusion when awarding course credits. In addition, this course requires bilingual competency that should serve students in the job market for social, health, and psychological purposes.

Effective Term (Catalog): Fall 2013

Effective Term (Banner): Spring 2014

CURCAT:

Major Department: LLP

Can Course be repeated for additional credit? NO

Maximum Number of Credit Hours: 3

Grading Mode: Normal

instruction Type: Lecture

Course Equivalent: None

3. Create the following course:

SPAN 4120 – Spanish for Police and Probation Officers

3-0-3

Prerequisite: SPAN 3050 or 3060 or 3031 or 3032

Co-requisite: None

Description: Language skills and techniques needed to work in law enforcement or as a probation officer, with an introduction to the variety of careers available to bilingual law enforcement professionals.

Rationale: This course requires bilingual competency that should serve students in the job market for work with the FBI, DEA, FLETC, ATF, as well as regional and national security purposes.

Effective Term (Catalog): Fall 2013

Effective Term (Banner): Spring 2014

CURCAT:

Major Department: LLP

Can Course be repeated for additional credit? NO

Maximum Number of Credit Hours: 3

Grading Mode: Normal

Instruction Type: Lecture

Course Equivalent: None

4. Create the following course:

SPAN 4130 – Business Spanish

3-0-3

Prerequisite: Completion of SPAN 3050 or 3060 or 3031 or 3032

Co-requisite: None

Description: Language skills and techniques needed to work in business settings with an introduction to the variety of careers available to bilingual persons in business.

Rationale: This course has been offered as a 4030 Special Topics course, but it needs its own number to avoid confusion when awarding course credits. In addition, this course requires bilingual competency that should serve students in the job market for work with the banking industry, retail, marketing, etc. This course is proposed to complement our degrees in economics.

Effective Term (Catalog): Fall 2013

Effective Term (Banner): Spring 2014

CURCAT:

Major Department: LLP

Can Course be repeated for additional credit? NO

Maximum Number of Credit Hours: 3

Grading Mode: Normal

Instruction Type: Lecture

Course Equivalent: None

G. Liberal Studies

Item 1 from the Liberal Studies Program was discussed and approved by the committee. It is being submitted to the Faculty Senate for approval.

1. Modify the following program of study:

Program for the Degree of Bachelor of Liberal Studies

B. Major Field Courses

Minimum of 39 hours at 3000 level or above

Maximum of 27 hours in any discipline (excluding courses taken under General Requirements)

No more than two Ds in the Liberal Studies section

At least 9 of the 18 hours in the Liberal Studies section must be completed at Armstrong.

Liberal Studies 18 hours

Must be at 2000 level or above

Humanities (3-6 hours)

Choice of:

Art, literature, history, music, philosophy, theatre

Social Sciences (3-6 hours)

Choice of:

Anthropology, criminal justice, economics, geography, political science,
psychology, sociology

Math, Natural Science, and Technology (3-6 hours)

Choice of:

Astronomy, biology, chemistry, computer science, geology, mathematics,
meteorology, oceanography, physics

Communication Arts (3-6 hours)

Choice of:

Advanced composition, communications, film, foreign languages,
journalism, linguistics, rhetoric, technical and business writing

C. Area of Concentration

15-27 hours

Select one of the following track options:

General Liberal Studies (15 hours)

15 credit hours at the 3000 level or above with a grade no lower than a C for each course. All 15 credit hours must be from the same Armstrong major, minor or program of study and be approved by the Director of Liberal Studies.

Philosophy (21 hours)

21 credit hours of PHIL at the 3000 level or above with a grade no lower than a C for each course.

International Affairs (15-27 hours)

Select one of the following*:

POLS 1150 – World Politics

POLS 2290 – Foundations of International Relations

**If not taken in the core curriculum or in the Liberal Studies major field courses.*

Foreign Language 1001, 1002, 2001 (6-9 hours*)

**If not taken in the core curriculum or in the Liberal Studies major field courses.*

Select 15 credit hours from the list below, in at least 3 different disciplines:

CRJU 3120 – Illegal Immigration

CRJU 3600 – International Crimes

CRJU 5520 – Comparative Judicial Systems

ECON 3100 – Multinational Economic Enterprises

ECON 3200 – International Trade

ECON 3460 – Economics of Immigration

ECON 4310 – International Finance

ECON 4330 – International Economics

ECON 4400 – Seminar in the Third World Economic Development

ECON 4450 – Comparative Economics

EURO 3990 – Topics in European Union Studies

EURO 4500 – Seminar in European Union Studies

ENGL 5200 – Postcolonial Literature

ENGL 5215 – Literature of the Non-Western World
GEOG 5550 – Geography of South Asia
HIST 3100 – History of Latin America to 1850
HIST 3110 – History of Latin America Since 1850
HIST 3150 – History of Africa to 1800
HIST 3160 – History of Africa Since 1800
HIST 3200 – Traditional China
HIST 3210 – Modern China
HIST 3220 – History of Japan
HIST 3225 – History of the Ancient Near East
HIST 3230 – History of Middle East
HIST 3300 – Modern Russia
HIST 3330 – Modern Germany
HIST 3360 – Modern East Central Europe
HIST 3390 – Modern France
HIST 5100U – Topics in Latin American History
HIST 5150U – Topics in Middle Eastern History
HIST 5200U – Topics in African History
HIST 5250U – Topics in Asian History
HIST 5300U – History of Russian and Soviet Foreign Policy
HIST 5480U – Topics in European History
HIST 5490U – Topics in European Intellectual and Cultural History
HIST 5500U – Topics in British History
HIST 5540U – Topics in U.S. Foreign Relations
LWSO 4172 – Terrorism and National Security Law
PHIL 3200 – Technology, Society, and Human Values
POLS 3340 – Politics and Ideology in Contemporary Europe
POLS 4172 – Terrorism and National Security Law
POLS 4200 – Independent Study in International Relations
POLS 4400 – Independent Study in Comparative Government
CRJU 5130U/POLS 5130U – Political Terrorism
POLS 5210U – International Law
POLS 5220U – Theory of International Relations
POLS 5250U – International Organizations
POLS 5260U – Media and Politics in Latin America
POLS 5290U – American Foreign Policy
POLS 5300U – Marxism, Socialism, and Democracy
POLS 5420U – Politics of the Middle East
POLS 5430U – African Politics
POLS 5440U – Latin American Politics
POLS 5450U – Political Sociology of Nationalism
POLS 5460U – Governments of East Asia
POLS 5490U – Political Transformation of the Former Soviet Union
POLS 5510U – Third World National
POLS 5520U – Comparative Judicial Systems
POLS 5530U – Global Environmental Politics

POLS 5560U – Comparative Foreign Policy
SOCI 5450U – Political Sociology of Nationalism

Sociology (21-24 hours)

Note: All courses in the Sociology track must be completed with a grade of C or better.

MATH 2200*- Elementary Statistics (Grade of C or better)

If not completed in the core curriculum.

SOCI 3360 – Social Theory (Grade of C or better)

Select one of the following (Grade of C or better)

SOCI 3400 – Methods of Social Research

CRJU 3100 – Research Methods

POLS 4950 – Political Research Methods

15 credit hours of SOCI at the 3000 level or above

~~C.~~ **D.** Electives

~~24-27~~ **15-27** hours

Total Semester Hours

123 hours

~~D.~~ **E.** University Exit Exam

Rationale: The Liberal Studies program is creating three additional tracks that will allow students, who choose to do so, create a program of study that permits a degree of specialization that is more substantive than a minor in one of three areas that are not currently available as majors: Philosophy, International Affairs, or Sociology.

Effective Term: Fall 2013

H. Honors Program (no items)

IV. College of Science and Technology (no items)

OTHER BUSINESS

A. Informational Item: Naval Science (ROTC) updates

In keeping with the procedure for processing ROTC program updates approved at the February 6, 2013 meeting of the UCC, Lt. Brett Byrnes of the Naval Science program at Savannah State University has submitted the following updates:

1. Modify the following program options:

Advanced Program – Navy Option:

NSCI **2101**, 3003, 3004, **4001** **12** ~~6~~-hours

Advanced Program – Marine Corps Option:

NSCI 3101, 4102 **6** ~~10~~ hours

Additional and Substitute Requirements **(Required of all Midshipmen):**

NSCI 1001, 1002, 2102, 4104 **12 hours**

NSCI 4050, Naval Drill (0-2-0), is required each academic term of all midshipmen.

NSCI 1003 and 4050 satisfy the university physical education requirement.

Effective term: Fall 2013

2. Create the following minor:

Naval Science Minor Requirements

Two specific tracks of course work fulfill minor requirements:

NSCI 1002, 2101, 3003, 3004, 4001..... **15 hours**

or

NSCI 1001, 1002, 3101, 4102, 4001..... **15 hours**

Effective term: Fall 2013

3. Modify the following class:

NSCI 1001 INTRODUCTION TO NAVAL SCIENCE

~~2-0-2~~ **3-0-3**

Effective term: Fall 2013

CURCAT

Maximum number of credit hours: ~~2~~ **3**

4. Modify the following class:

3101 EVOLUTION OF WARFARE

~~2-0-2~~ **3-0-3**

Effective term: Fall 2013

CURCAT

Maximum number of credit hours: ~~2~~ **3**

5. Modify the following class:

NSCI 4102 AMPHIBIOUS WARFARE

~~2-0-2~~ **3-0-3**

Effective term: Fall 2013

CURCAT

Maximum number of credit hours: ~~2~~ 3

B. Scheduling Special Meeting

Rick McGrath

A special meeting was scheduled for April 24 at 3:00 p.m. There will be only one agenda item: election of a chair. This meeting will take place after committee elections have been held. Members cycling off the committee do not need to attend. Nominations may be sent to Dr. Rick McGrath, or they may be made at the meeting.

C. Physical Education requirement in associate degrees

John Kraft

It was recently noted that some of our associate degree tracks require 2 credits in physical education while other tracks require 3 credits. There is no USG requirement regarding how much physical education an associate degree must have. There was brief discussion of whether or not to establish a rule for the sake of consistency. It was moved and seconded that things be left as they are.

D. Adult Learner Initiatives (see Attachments 1-5)

John Kraft

Dr. Kraft presented his report on the Council for Adult and Experiential Learning (CAEL), a consortium Armstrong joined last year. Please see Attachment 1 detailed information on CAEL, prior learning assessment (PLA), and recommendations from Armstrong faculty who have attended PLA workshops.

One method of getting credit for experiential learning is the portfolio option. There was extended discussion of this option. Concern was expressed about transferability of portfolios and control of what comes in from outside. Giving departments approval to use portfolios would be something that would have to come through UCC.

Dr. Kraft also announced that on April 29 a representative from the College Board to talk about the CLEP exam. There will also be a summer institute here on adult and experiential learning and assessment. It will be over three or four days. Please let Dr. Kraft know if you are interested in attending.

ADJOURNMENT. The meeting was adjourned at 4:40 p.m.

Respectfully submitted,

Phyllis L. Panhorst
Catalog Editor and Secretary to the Committee

Adult Learner Consortium:

This Consortium is designed to assist in improving adult learner-focused services, programs and outreach to Georgia adults who are interested in completing college. Armstrong joined AY 2011-2012. Other schools in the consortium include:

- Atlanta Metropolitan State College
- Bainbridge State College
- Columbus State University
- Dalton State College
- Fort Valley State University
- Georgia Perimeter College
- Georgia Southwestern State University
- Gordon State College
- Middle Georgia State College
- Southern Polytechnic State University
- University of North Georgia
- Valdosta State University

We received a small grant to enroll faculty in prior learning assessment (PLA) online courses in order to understand the strengths and weaknesses of various PLA options. PLA is an umbrella term for mechanisms for awarding credit when students have demonstrated competency in student learning outcomes associated with particular classes. CLEP exams are probably one of the best known PLA options. Other credit by exam options include AP tests, IB course exams, SAT II subject tests, DANTES Subject Standardized Tests, and Excelsior College Examinations. Another option is to develop Challenge Exams. Challenge exams are constructed by faculty in lieu of proprietary tests where students may earn college credit for meeting faculty determined criteria. Another option is to have students develop portfolios that address faculty determined student learning outcomes in order to earn credit. Degree completion programs often use licensure exam success as a measure for awarding credit.

The adult learning consortium asks us to consider expanding our PLA options because they believe that adult learners often come to universities having already achieved certain learning outcomes and only need the chance to demonstrate competency. The ability to gain college credit through PLA options will likely move adult learners through college faster and help us achieve Complete College Georgia goals of retention, progression, and graduation.

Trish Holt (COE), Dennis Murphy (CLA), Joy Reed (CST), Christine Moore (CHP), and Greg Anderson (Orientation and Advising), completed the first two workshops on PLA. We've met several times to discuss PLA issues and we see some benefits to developing or expanding options.

Recommendations seeking feedback:

- PLA Cap: Currently, Armstrong does not have a cap on the number of credits one can earn through PLA options. We recommend a cap of 45 credit hours. Some of our degree completion programs already award 33 hours of PLA (e.g., RN to BSN program).
- Challenge Exams: We recommend that where we don't have CLEP or other credit by exam options, encourage departments to use modified comprehensive final exams where sensible. One such test might be a GA history exam for transfer students who

completed an American government course, but often take HIST/POLS 1100 to complete the core and legislative requirements. Departments stay in control of Challenge Exams. They could be administered for a fee through the testing center.

- **Transferring Transcribed PLA from other USG institutions:** We recommend that if a USG institution has evaluated a test score or PLA portfolio to be equivalent to one of their courses and we have an articulation agreement for those courses, then Armstrong should also award credit for those courses if we accept the student as a transfer student. For example, if a Valdosta student completes a CLEP test in humanities and it is transcribed as their ART 1100 (Introduction To The Visual Arts) course and that student transfers to Armstrong, then we shall give CLEP credit for ARTS 1100 (Art Appreciation) in a consistent manner to our articulation agreement with Valdosta courses without having the student resending the official test scores which would require reevaluation.
- **Accepting all CLEP tests:** We recommend accepting more CLEP results of 50+ for ELEC credit. Armstrong doesn't accept all CLEP tests because we don't have equivalent courses, but in one case we allow ELEC credit to be awarded (American Government) based on the American Council of Education recommended criteria of 50 on CLEP exams for the awarding of college credit. There are several additional CLEP tests not in our catalog. A Score of 50+ could be used to attain ELEC credit much like transfer courses that don't have any equivalents at Armstrong. The ALC recommends accepting CLEP tests for the last 20 years to assist adult learners.
- **Developing Portfolio Evaluation Expertise:** We recommend sending more faculty to learn about portfolio evaluation. Originally, the ALC asked each institution to develop a course (e.g., PLA 2000) where a student would learn how to construct a portfolio for faculty review, but they've asked us to hold off on that. They are now thinking about a non-credit bearing online course developed at the system level to assist with the portfolio development, but still have the evaluation done on the campus by local faculty. For a 3 credit course, the ALC recommends that the students pay a \$250 fee where \$200 goes to the faculty member and \$50 to the institution. Ideally we would like to have one faculty member from each department receive this professional development opportunity. This faculty member would work with his or her department to determine which courses might be appropriate for a portfolio option. Once a department has identified a course, it must develop student learning outcomes consistent with the course description. It would also be helpful to provide examples of evidences for demonstrating student learning. It is the student's responsibility to produce adequate documentation.

Council for Adult and Experiential Learning (CAEL) Standards for Assessing Learning

To determine whether to award college credit to students for prior learning, follow these standards:

1. Credit or its equivalent should be awarded only for learning, and not for experience.
2. Assessment should be based on standards and criteria for the level of acceptable learning that are both agreed upon and made public.
3. Assessment should be treated as an integral part of learning, not separate from it, and should be based on an understanding of learning processes.
4. The determination of credit awards and competence levels must be made by appropriate subject matter and academic or credentialing experts.
5. Credit or other credentialing should be appropriate to the context in which it is awarded and accepted.
6. If awards are for credit, transcript entries should clearly describe what learning is being recognized and should be monitored to avoid giving credit twice for the same learning.
7. Policies, procedures, and criteria applied to assessment, including provision for appeal, should be fully disclosed and prominently available to all parties involved in the assessment process.
8. Fees charged for assessment should be based on the services performed in the process and not determined by the amount of credit awarded.
9. All personnel involved in the assessment of learning should pursue and receive adequate training and continuing professional development for the functions they perform.
10. Assessment programs should be regularly monitored, reviewed, evaluated, and revised as needed to reflect changes in the needs being served, the purposes being met, and the state of the assessment arts.

GLOSSARY of TERMS

Advanced Placement (AP)

- (1) Eligibility to enroll in higher level courses, based on transfer credit or successful prior learning assessment of foundational knowledge and/or skills
- (2) Thirty-four tests in 19 subject areas developed by the College Board® to correspond with Advanced Placement high school courses

American Council on Education (ACE)

A national association of higher education institutions that focuses on advocacy, leadership development and lifelong learning. ACE serves adult learners and nontraditional students by evaluating and translating workplace learning and nontraditional education experiences into academic credits through the College Credit Recommendation Service (CREDIT), and armed services members through ACE's Veterans Programs and ACE's Military Programs, by evaluating and recommending equivalent college credits for military training and experience.

College Level Examination Program (CLEP)

A national standardized testing program that offers 33 tests in the subject areas of Business, Composition and Literature, History and Social Sciences, Science and Mathematics, and World Languages. CLEP is managed by the College Board® and allows students to earn college credit by demonstrating mastery of college-level material by earning qualifying scores.

Credit by Examination (CBE)

The most commonly recognized form of prior learning assessment. CBE includes national standardized tests (e.g., AP, CLEP, DSST, Excelsior, and IB), as well as departmental challenge exams.

DANTES

The **D**efense **A**ctivity for **N**on-Traditional Education Support (DANTES) program is an agency of the Department of Defense (DoD). DANTES provides the DoD with worldwide education support by coordinating off-duty voluntary education programs, development activities and special projects, and sponsoring a wide range of standardized testing programs.

DSST

An acronym used for the **D**ANTES **S**ubject **S**tandardized **T**ests Program, DSST a standardized testing program that offers 38 exams in the areas in the areas of Math, Social Sciences, Humanities, Business, Physical Science, and Technology.

Portfolio

A collection of work (e.g., paintings, writings, artifacts, examples) and related narrative developed by a student which may be used to demonstrate competency in an academic area.

Prior Learning Assessment (PLA)

A general term referring to various ways of evaluating and assessing college level learning that has been acquired outside the traditional classroom and is used for the purpose of awarding college credit or advanced placement.

Armstrong

Graduate Affairs Committee

Burnett Hall Board Room

Minutes: April 2, 2013, 2:30 p.m.

PRESENT: Joey Crosby (Chair), Becky da Cruz, Kathleen Fabrikant, Mark Finlay, Ray Hashemi, Chris Hendricks, Anne Katz, Robert Loyd, Jean Neils-Strunjas, Bryan Riemann, Daniel Skidmore-Hess, Anne Thompson, Ellen Whitford, Carey Adams (*ex officio*), John Kraft (*ex officio*), David Ward (*ex officio*), Meagan Stachurski (*ex officio*)

GUESTS: Jill Bell, Delana Gajdosik-Nivens, Debra Hagerty, Hong Zhang

- I. **Call to Order.** The meeting was called to order at 2:31 by Dr. Joey Crosby.
- II. **Approval of Minutes.** The minutes of March 5, 2013 were approved by email on March 8, 2013.

III. Committee Reports

A. Graduate Curriculum

The committee accepted the curriculum items in the report of the Graduate Curriculum Committee (GCC) as presented. The report should proceed through the Senate as an action item for Presidential approval (see Attachment 1).

It was moved and seconded to suspend the rules to allow the Graduate Curriculum Committee to have a special meeting to consider some late curriculum items. The motion carried. Ms. Panhorst will contact Dr. Teresa Winterhalter, GCC Chair, to see if she wants to convene the committee. The GAC agreed to consider by email any items to come out of that meeting, rather than scheduling an additional GAC meeting.

Dr. Mark Finlay gave the report of the ad hoc committee on options for graduating seniors to take graduate level courses and at developing accelerated graduate programs (see Attachment 2). Accelerated graduate programs will be revisited next year. There was extended discussion on the proposed "Senior Privilege" language. Dr. Finlay agreed to get input from Enrollment Services and to send a revised version to Ms. Panhorst, to be distributed by email with the curriculum items for GAC consideration.

B. Graduate Faculty Status (see Attachment 3)

The committee accepted the report of the Graduate Faculty Status Committee.

C. Graduate Student Appeals

In the pending appeal, the committee is currently waiting for the student to respond. The deadline for response is end of April.

IV. GSCC

This week is Graduate Student Appreciation Week. A banner has been hung on the Student Union to celebrate the week. There will be a reception to honor graduate students tomorrow in the Savannah Ballroom. Graduate students must bring their Pirate Card or driver's license.

Today is the deadline for RSVP for the hooding ceremony. Approximately 70 out of 90 have responded, but whether they are accepting or declining cannot be determined until the poll closes. ROTC may be presenting colors at the ceremony. Ms. Stachurski distributed a list of programs and asked those present to fill in who will be hooding for their program.

V. John Kraft

Dr. Kraft asked whether everyone had received the information distributed by Carol Cox regarding graduate assistantships. Each program requesting a GA got one. Four more at-large GAs were awarded. The Provost committed to fund 9 more at-large assistantships, awarded according to the recommendations of the ad hoc committee, provided that these assistantships be used to recruit a student to a program. The plan for next year is to have things in place so that GAs will be awarded in October so they can more effectively be used for recruitment.

VI. Jill Bell

The open house was well-attended. There were approximately 135 who preregistered and 89 who attended. This is the highest attendance in the three years that event has been held. Discussion turned to whether to continue to have the event in the spring, or move it to fall, or have it both semesters. It was decided to plan to have the event in the fall and explore possibilities of combining it with the Career Fair.

There have been several applications for fall that have come in the last week, but they had no supporting documentation.

VII. Adjournment. The meeting was adjourned at 3:24 p.m.

Respectfully submitted,

Phyllis L. Panhorst
Coordinator of Faculty Information and
Graduate Catalog Editor

Armstrong

GRADUATE CURRICULUM COMMITTEE

University Hall 282

Minutes, March 20, 2013

PRESENT: John Hobe, Brenda Logan, Sara Plaspohl, Ashraf Saad, Teresa Winterhalter (Chair), Phyllis Panhorst (Catalog Editor)

ABSENT: Michael Benjamin, Helen Taggart

GUESTS: John Kraft

CALL TO ORDER. The meeting was called to order at 2:11 p.m. by Dr. Teresa Winterhalter. There was no quorum. Ms. Panhorst gave a summary regarding the items remanded by the Graduate Affairs Committee. At 2:18, quorum was achieved and the business portion of the meeting started.

APPROVAL OF MINUTES. The minutes of February 20, 2013 were approved as presented.

ITEMS

- I. College of Education (no items)
- II. College of Health Professions
 - A. Health Sciences

Items 1-2 from the Department of Health Sciences were discussed and the graduate portions were approved by the committee. The undergraduate portions were previously approved by the University Curriculum Committee.

1. Delete the following course:

~~PUBH 5580 U/G Health and Human Development~~ 3-0-3

Rationale: This course will now be offered at the 4000 level.

Effective Term: Fall 2013

2. Change the following course description:

SMED 5065U/G Posture and Movement Assessment and Exercise 3-0-3
Undergraduate Prerequisite: HSCF 3005; HP/FM majors only or permission of instructor

Graduate Prerequisite: SMED 5015G

Techniques to identify impaired movement patterns and altered tissue adaptations. Corrective exercise strategies, including inhibitory, stretching and activation techniques and program design will be emphasized. ~~At the conclusion of the course, students will be prepared to take the National Academy of Sports Medicine (NASM) Corrective Exercise Specialist (CES) certification exam.~~

Rationale: We are no longer collaborating with the National Academy of Sports Medicine.

Effective Term: Fall 2013

- B. Nursing (no items)
- C. Rehabilitation Sciences (no items)

III. College of Liberal Arts (no items)

IV. College of Science and Technology

- A. Biology (no items)
- B. Chemistry & Physics (no items)

C. Computer Science and Information Technology

Item 1 from the Department of Computer Science and Information Technology was discussed and the graduate portion was approved by the committee. The undergraduate portion was previously approved by the University Curriculum Committee.

1. Delete the Following Courses:

~~**CSCI 5343 U/G SYSTEMS PROGRAMMING UNDER UNIX**~~

~~**CSCI 5835 U/G GRAPHICS RENDERING PRINCIPLES**~~

Rationale: For alignment with the revised graduate program of study. Courses have not been taught in a number of semesters and are outdated.

Effective Term: Fall 2013

Items 2-3 from the Department of Computer Science and Information Technology were brought back to the table after being remanded to the department at the March 5 meeting of the Graduate Affairs Committee. They were discussed and the revised submissions were approved.

2. Modify the following program of study:

MASTER OF SCIENCE IN COMPUTER AND INFORMATION SCIENCE

Track 1: Computer Science

A. Core Required Course (3 hours)

~~CSCI 6100 Technical Writing~~ ***CSCI 6001 Foundations of Computing** 3
***Waived for students with a BS in CS from an ABET accredited program**

B. Foundation Courses (12 semester hours)

~~CSCI 5100G Object-oriented Programming~~ 3
~~CSCI 5210G High Performance Computing~~ 3
 CSCI 5220G Data Communications and Networks 3
 CSCI 5322G Advanced Software Engineering 3
~~CSCI 5342G Advanced Operating Systems~~ 3
~~CSCI 5343G Systems Programming Under Unix~~ 3
~~CSCI 5350G Compiler Theory~~ 3
~~CSCI 5370G Handheld And Ubiquitous Computing~~ 3
 CSCI 5410G Analysis Of Algorithms 3
~~CSCI 5360G Embedded Systems Programming~~ 3
~~CSCI 5520G Rapid Java Development~~ 3
~~CSCI 5610G Numerical Analysis~~ 3
 CSCI 5700G Computer Security 3
 CSCI 5720G Advanced Database Systems 3
 CSCI 5735G Data Mining 3
 CSCI 5820G Machine Learning 3
 CSCI 5825G Artificial Intelligence 3
~~CSCI 5830G Computer Graphics~~ 3
~~CSCI 5835G Graphics Rendering Principles~~ 3

C. Fundamental Courses (9 semester hours)

CSCI 6040 System Lifecycle Applications 3
 CSCI 7200 Real-time System Concepts and Implementation 3
 CSCI 7300 Computer Networks 3
 CSCI 7320 Software Development Process 3
~~CSCI 7400 Transaction Processing~~ 3
 CSCI 7500 Mobile Computing 3
 CSCI 7600 Collaborative Computing 3
~~CSCI 7830 Current Trends in Computer Graphics~~ 3
CSCI 7800 Computational Intelligence 3
 CSCI 7835 Image Processing 3
 CSCI 8100 Special Topics 3

D. Electives (0-3 hours of any graduate-level computer science courses) 0-3

E. Comprehensive Project, (6 semester hours)	
CSCI 8200 Master's Project	6
CSCI 8210 Master's Thesis	6
TOTAL (Track 1)	30 hours

Track 2: Health Informatics

A. Core Required Course (3 hours)	
*CSCI 6001 Foundations of Computing	3
*Waived for students with a BS in CS from an ABET accredited program	
B. Fundamental Courses (12 hours)	
Select one of the following groups of courses	
*Group I	
*These Courses also required by the Post-Baccalaureate Certificate in Clinical Informatics program.	
MHSA/NURS 6010 Foundations of Clinical Informatics	3
MHSA/NURS 6020 Knowledge/Information Management	3
MHSA/NURS 6030 Project Management	3
MHSA/NURS/CSCI 6040 System Lifecycle Applications	3
Group II	
MHSA 6000 Health Care Financing and Delivery Systems	3
MHSA 6100 Organization Theory/Organization Behavior in Health Care	3
MHSA 6800 Legal Environment of Health Care	3
PUBH 6100 Epidemiology	3
C. Fundamental Courses (9-12 hours)	
CSCI 6371 Advanced Human Computer Interaction	3
CSCI 5735G Data Mining	3
CSCI 7010 Decision Support Systems	3
CSCI 7600 Collaborative Systems	3
CSCI 7800 Computational Intelligence	3
CSCI 8100 Special Topics	3
D. Comprehensive Project, (6 semester hours)	
CSCI 8200 Master's Project	6
CSCI 8210 Master's Thesis	6

TOTAL (Track 2)	30 hours
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Rationale: The new track in Health Informatics is designed to allow students in the *existing* Post-Baccalaureate Certificate program to continue on to a MSCIS degree in a stackable fashion.

Effective: Fall 2013

3. Create the following certificate program:

POST-BACCALAUREATE CERTIFICATE IN SCIENTIFIC COMPUTING

A. Core Required Course (3 hours)

***CSCI 6001 Foundations of Computing** 3

*** Waived for students with a BS in CS degree from an ABET accredited program**

B. Content Courses (3 hours)

Choose one:

MATH 6900 Special Topics in Mathematics 3

MATH 6930 Special Topics in Applied Mathematics 3

MATH 7210 Quantitative Methods for Decision Making 3

C. Fundamental Courses (6-9 hours)

****Note: No more than 2 classes may be at the 5000 level***

CSCI 5410G Analysis of Algorithms 3

CSCI 5610G Numerical Analysis 3

CSCI 5720G Advanced Database Systems 3

CSCI 5735G Data Mining 3

CSCI 5820G Machine Learning 3

CSCI 5825G Artificial Intelligence 3

CSCI 7800 Computational Intelligence 3

CSCI 7835 Image Processing 3

CSCI 8100 Special Topics 3

TOTAL 12 hours

Rationale: The new Post-Baccalaureate Certificate program is designed to address the increasing demands for computing solutions to the "big data" problem. This certificate is targeted at STEM majors wishing to pursue a post-baccalaureate certificate. This certificate is also stackable. Students obtaining this certificate could continue on to a MSCIS degree.

Effective: Fall 2013

D. Mathematics (no items)

E. Psychology (no items)

OTHER BUSINESS

A. Informational Item

Changes to the Master of Education in Curriculum and Instruction were put forward and approved at the February 22, 2012 GCC meeting, pending approval by the Georgia Professional Standards Commission (PSC). That approval has been received, so the revised program and course modifications can now be included in the catalog. They may also be included in Banner if that has not

already been done. Please see GCC Attachment 1 for the PSC approval and GCC Attachment 2 for the items approved in February 2012.

ADJOURNMENT. The meeting was adjourned at 2:35 p.m.

Respectfully submitted,

Phyllis L. Panhorst
Catalog Editor



March 7, 2013

Dr. Linda Bleicken, President
Armstrong Atlantic State University
11935 Abercorn Street
Savannah, Georgia 31419-1997

Dear Dr. Bleicken:

At its February 14, 2013, meeting, the Georgia Professional Standards Commission made an approval decision regarding the Armstrong Atlantic State University Curriculum and Instruction Program. The decision is detailed in the enclosed Approval Action Report.

The Board of Examiners' Report from the November 15, 2012, GaPSC Group Developmental Approval Review is enclosed. If you have questions or concerns, please contact Ms. Penney McRoy, Assistant Division Director for Educator Preparation, Educator Preparation and Certification Division, at 404-232-2629 or you may e-mail her at penney.mcroy@gapsc.com.

Sincerely,

Mr. Kelly Henson
Executive Secretary

pc: Dr. Patricia Wachholz
Dr. David M. Hill
Ms. Penney McRoy
Dr. Bobbi Ford
Ms. Margey McQuilkin

Enclosures: Approval Action Report
Board of Examiners' Report



**Georgia Professional Standards Commission
Approval Action Report
for the
Armstrong Atlantic State University
Curriculum and Instruction Program**

Decision Date: February 14, 2013

I. Approval Decisions

Developmental Approval is granted for the following preparation program:

- Curriculum and Instruction Program (P-12; Initial; M.Ed.)
- Curriculum and Instruction Conversion Mechanism

II. Approval Decision Definition

Developmental Approval indicates the educator preparation program meets the eight Georgia Standards (2008) and the education program provider (EPP) may begin offering the program and admitting candidates. Areas for improvement may be cited, indicating concerns warranting the EPP's attention. In its subsequent Preparation Approval Annual Report (PAAR) or in a Progress Report, the Commission may require the EPP to describe progress made in addressing the area(s) for improvement cited in the Board of Examiner's Report. The next program approval review, the Initial Performance Review, is scheduled within three years of the semester of the developmental approval review.

III. Further Action Required

No additional action is required. The next approval review will occur in Fall 2015.

FROM GRADUATE CURRICULUM COMMITTEE
University Hall 282
Minutes, February 22, 2012

I. College of Education

A. Adolescent and Adult Education

Items 1-9 from the Department of Adolescent and Adult Education were discussed and approved by the committee.

1. Modify the following course:

FOUN 7035 Educational Assessment **for Instructional Improvement** 3-0-3

Prerequisites: None

Description: ~~Covers~~ Methods of formal and informal assessment as well as an analysis of assessment findings required to make instructional decisions to **improve student learning in P-12 educational settings.**

Rationale: New standards were approved for Curriculum and Instruction degree programs by the Georgia Professional Standards Commission. The changes in the course name and description reflect the new emphasis in program standards on instructional improvement.

Effective Term (for catalog purposes): Fall 2012

Effective Term (for Banner purposes): Spring 2013

2. Modify the following course:

FOUN 7040 **Advanced Theories of Curriculum and Learning Theory Instruction** 3-0-3

Prerequisites: None

Description: **Explores the theoretical frameworks supporting various curricular and instructional models, historical and contemporary issues in curriculum development, and the nature and purpose of curriculum change. This course** ~~Prepares the master teacher to understand the~~ **Examines** theoretical constructs that undergird modern classroom instruction and assessment practices and to use effective paradigms of instruction through examining design and evaluation of curriculum. ~~New theories, including those from current brain research and their impact on instruction will be explored.~~

Rationale: New standards were approved for Curriculum and Instruction degree programs by the Georgia Professional Standards Commission. The changes in the course name and description more accurately represent the change in the course content in addressing the new standards.

Effective Term (for catalog purposes): Fall 2012

Effective Term (for Banner purposes): Spring 2013

3. Create the following course:

FOUN 7045 Educational Psychology and Learning Theory

3-0-3

Prerequisites: None

Description: Analysis of major learning theories as they apply to curriculum, pedagogical content, student learning and assessment of learning. Emphasis on cognitive, physical, emotional, and social factors that influence learning.

Rationale: New standards were approved for Curriculum and Instruction degree programs by the Georgia Professional Standards Commission. This course serves to address the new standards, providing students with an understanding of how to apply learning theory to curriculum development, instruction, and assessment.

Effective Term (for catalog purposes): Fall 2012

Effective Term (for Banner purposes): Spring 2013

CURCAT:

Major Department: Adolescent and Adult Learning

Can Course be repeated for additional credit? No

Maximum Number of Credit Hours: 3

Grading Mode: Normal

Instruction Type: Lecture

Course Equivalent: None

4. Create the following course:

CURI 7123 Advanced Instruction for Diverse Learners

3-0-3

Prerequisites: None

Description: Explores the role of student diversity in curriculum and instructional development. Emphasizes examination of educational issues surrounding student diversity from historical and contemporary perspectives and examines the use of educational data to determine the instructional needs of students.

Rationale: New standards were approved for Curriculum and Instruction degree programs by the Georgia Professional Standards Commission. This course serves to address the new standards, providing students opportunities to examine how diverse experiences can shape curriculum and instruction.

Effective Term (for catalog purposes): Fall 2012

Effective Term (for Banner purposes): Spring 2013

CURCAT:

Major Department: Adolescent and Adult Learning

Can Course be repeated for additional credit? No

Maximum Number of Credit Hours: 3

Grading Mode: Normal

Instruction Type: Lecture

Course Equivalent: None

5. Create the following course:

CURI 7124 Program Evaluation for Curriculum Improvement 3-0-3

Prerequisites: FOUN 7035, FOUN 7040

Description: Focus on developing and applying skills in program evaluation, alignment of curriculum with pedagogical content, state and national standards, and utilizing data and research for the improvement of P-12 educational programs.

Rationale: New standards were approved for Curriculum and Instruction degree programs by the Georgia Professional Standards Commission. This course serves to address the new standards, providing students with opportunities to interpret educational research on best practices for content pedagogy and analyzing student performance data to make sound programmatic decisions.

Effective Term (for catalog purposes): Fall 2012

Effective Term (for Banner purposes): Spring 2013

CURCAT:

Major Department: Adolescent and Adult Learning

Can Course be repeated for additional credit? No

Maximum Number of Credit Hours: 3

Grading Mode: Normal

Instruction Type: Lecture

Course Equivalent: None

6. Create the Following Course:

CURI 7125 Literacy for Content Area Instruction 3-0-3

Prerequisites: None

Description: Examination of the current theory, research and practice involving literacy for developing and deepening content instruction in P-12 educational settings. Emphasizes literacy skills and the impact of curriculum and instruction on those skills in content areas.

Rationale: New standards were approved for Curriculum and Instruction degree programs by the Georgia Professional Standards Commission. This course serves to address the new standards, providing students the opportunity to examine the principles of content area literacy to impact student learning

Effective Term (for catalog purposes): Fall 2012

Effective Term (for Banner purposes): Spring 2013

CURCAT:

Major Department: Adolescent and Adult Learning

Can Course be repeated for additional credit? No

Maximum Number of Credit Hours: 3

Grading Mode: Normal
Instruction Type: Lecture
Course Equivalent: None

7. Create the Following Course:

CURI 7126 Change Processes for Curriculum Development

3-V-3

Prerequisites: CURI 7124

Description: Focuses on processes for development and implementation of innovations and effective practices in curriculum, pedagogy, and assessment. Emphasis on knowledge base and skills to support collaboration and professionalism leading to improvement in curriculum and student learning at all levels of the P-12 system. Candidates are expected to engage in experiences working directly with instructional coaches, curriculum specialists, or other instructional leaders during this course. A field experience is required.

Rationale: New standards were approved for Curriculum and Instruction degree programs by the Georgia Professional Standards Commission. This course serves to address the new standards, providing students the opportunity to understand the role of instructional leader and the processes involved in curricular and instructional change.

Effective Term (for catalog purposes): Fall 2012

Effective Term (for Banner purposes): Spring 2013

CURCAT:

Major Department: Adolescent and Adult Learning

Can Course be repeated for additional credit? No

Maximum Number of Credit Hours: 3

Grading Mode: Normal

Instruction Type: Lecture

Course Equivalent: None

8. Create the following course:

CURI 7200 Seminar in Applied Research in Curriculum and Instruction 1-V-4

Prerequisites: CURI 7126 and Permission of Instructor

Description: Capstone course for the Master of Education in Curriculum and Instruction. Candidates will conduct research, analyze data, and apply best practice to the developments and implementation of improvements in curriculum and instruction in a content area. Candidates will be required to submit their capstone projects for publication or presentation.

Rationale: New standards were approved for Curriculum and Instruction degree programs by the Georgia Professional Standards Commission. This course serves to address the new standards, providing students with the opportunity to demonstrate their understanding of curriculum development, instructional design, and assessment of student learning for instructional/curricular improvement.

Effective Term (for catalog purposes): Fall 2012
Effective Term (for Banner purposes): Spring 2013

CURCAT:

Major Department: Adolescent and Adult Learning

Can Course be repeated for additional credit? No

Maximum Number of Credit Hours: 4

Grading Mode: Normal

Instruction Type: Seminar

Course Equivalent: No

9. Modify the following program of study:

Master of Education in Curriculum and Instruction Program of Study

A. Professional Education (12 hours)

FOUN 7035 Educational Assessment for Instructional Improvement 3

FOUN 7060 Educational Research 3

**FOUN 7040 Curriculum and Learning Theory Advanced Theories of Curriculum
and Instruction 3**

**FOUN 7045 Educational Psychology and Learning
Theory 3**

FOUN 7010 History of Education or FOUN 7030 Social Foundations of Education 3

PECI 7000 Sport History (restricted to Health and Physical Education Majors) 3

~~B. Research Seminar (2 hours)~~

FOUN 7065 Field Based Research Seminar 2

B. Professional Courses (12 hours)

~~C. Education Courses (6 hours)~~

FOUN 7050 Multicultural Education 3

**PECI 7100 Cultural Aspects of Sports (restricted to Health and Physical Education
Majors) 3**

FOUN 7002 Designing Curriculum for Effective Teaching and Learning 3

**PECI 7500 Instructional Strategies and Design in Health and Physical Education
(restricted to Health and Physical Education Majors) 3**

**CURI 7123 Advanced Instruction for Diverse Learners
..... 3**

CURI 7124 Program Evaluation for Curriculum Improvement.....	3
CURI 7125 Literacy for Content Area Instruction.....	3
CURI 7126 Change Processes for Curriculum Development.....	3
D. C. Approved Electives (9 6 hours)	
Up to nine Six hours of graduate level content courses with advisor approval. These courses are designed to advance content knowledge. Electives should reflect candidate's area of concentration. credit can be taken outside the College of Education in a specialized content area in which the candidate holds clear-renewable teacher certification. Electives require approval by the candidate's assigned advisor.	
EDUC 6400 Coastal Savannah Writing Project	6
FOUN 7100 Selected Topics in Foundations of Education	3
MGED 7070 Teaching Cross Cultural Communications	3
PECI 7300 Physical Activity in Youth (restricted to Health and Physical Education Majors).....	3
PECI 7400 Adaptive Physical Education (restricted to Health and Physical Education Majors).....	3
PECI 7200 Movement Education (restricted to Health and Physical Education Majors).....	3
D. Culminating Experiences (4 hours)	
FOUN 7070 Field Based Research	4
CURI 7200 Seminar in Applied Research in Curriculum and Instruction.....	4
TOTAL	33-34 hours

Rationale: The changes to the program of study for the Master of Education in Curriculum and Instruction have been made to meet substantive changes in certification standards set by the Georgia Professional Standards Commission (GA PSC) under rule 505-3-.55. Once formally approved by the GA PSC, this program will prepare completers for the new Georgia P-12 Service (S) Certificate in Curriculum and Instruction that will allow them to provide support and service at all levels of the P-12 educational system. This will be the first such service certificate offered at Armstrong.

Effective Term (for catalog purposes): Fall 2012

TO: Graduate Affairs Committee
FROM: Mark Finlay Chair of Ad Hoc Committee
2 April 2013

Dr Kraft asked me to lead an ad hoc committee to investigate two possible changes in Graduate School Policy.

1) “Senior Privilege”--Undergraduate Students in Graduate Classes

Before 2009/10, the AASU graduate catalog included a policy that explicitly allowed students to enroll in graduate coursework before completing their undergraduate degree. From 2003/04 to 2008/09, up to six hours were permitted at the 5000G or 6000 levels. In 2009/10, the revised policy stated that students in the “graduating senior” category of “Limited Admission Status” were permitted to take up to six hours, but only at the 5000G level.

After researching similar policies at universities both within and beyond the USG, our committee proposes that the following text be added to the 2014-15 graduate catalog:

An undergraduate student with a GPA of 3.0 or higher and within 24 semester hours of graduation may apply for Senior Privilege and enroll in a maximum of 12 hours of graduate coursework at the 5000G and 6000-levels. The maximum of graduate coursework permitted in any one semester is eight hours; the maximum total of all coursework permitted in any semester in which a student is taking graduate coursework is 12 hours. Permission to enroll must be approved by the chairperson of the student's undergraduate major and by the appropriate graduate program director.

Rationale: This policy fits with the general mission of Complete College Georgia, it may enhance enrollment within certain graduate programs, and it will permit motivated students to begin their graduate studies and post-graduate careers in a timely and efficient way. The revisions to the previous policy are both more generous, in allowing up to 12 hours, and more restrictive, in stipulating a minimum GPA requirement.

2) Accelerated master’s Degrees, 4 + 1 programs

On this topic, I investigated a few dozen similar programs around the nation, had several conversations with leaders of the Accelerate Bachelors Masters (ABM) program at Kennesaw State University, raised the issues with Provost Adams, Vice Chancellor Linda Noble, and several AASU faculty and staff leaders. There are number of unsettled issues to consider with this proposal, and we suggest that we revisit the topic in 2013-14.

Armstrong

Graduate Faculty Status Committee

Report: April 2, 2013

Members: Tim McMillan, Andi Beth Mincer, Pam Mahan, Linda Ann McCall, Glenda Ogletree, Daniel Skidmore-Hess (Chair), Jane Wong

The committee recommends approval of the following applications for graduate faculty status:

Full

Greg Knofczynski

Mathematics

initial at this level

Respectfully submitted,

Daniel Skidmore-Hess, Chair